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ABSTRACT

A junior high level human relations class develops human interaction and oral communication skills. A week-by-week syllabus contains the following components: introduction of the students to each other and to the principles of body language, transactional analysis, and group interaction; behavior contracts; group dynamics topics and exercises; exploration of change and values; choice and decision-making; problem solving; group discussion and criticism; and review. For each week, an outline of topics, activities, and background references is provided. (LP)

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ED240480

DE ANZA READING CENTER
COUNSELING COMPONENT

HUMAN
RELATIONS
CLASS

A Syllabus

I A L A C

Developed by
Mary A. Guillen
Project Counselor

De Anza Junior High School
1450 South Sultana Avenue
Ontario, California 91761

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A RATIONALE FOR A HUMAN RELATIONS CLASS

It is my belief that all human persons have potential for self development, growth and problem solving. I further believe that the positive human interaction skills that are modeled and learned in the home within the family framework, are of crucial importance, and have far reaching consequences. The school can reinforce these positive skills in a formalized way through a curriculum which includes a human relations class. The obvious consequences of fostering positive human relating skills in the home and reinforcing them in the school are persons who are socially well adjusted, highly productive, and self confident. A human relations class can be the vehicle for accomplishing the objectives related to communication skills. This syllabus is only a start toward developing a more comprehensive curriculum framework for teaching and implementing the communication skills.

TABLE OF CONTENTS

Rationale	i
Table of Contents	ii
Week One-Two	1
Introductions: An Overview	
Dishonest Games Students Play	2
Negative Consequences to Game Playing	3
Roadblocks to Constructive Human Interaction	
Week Three	4
Behavioral Model	
Action Plan	
Week Four	5
Group Processes and Dynamics	
Week Five	6
Exploring and Clarifying Values	
Change Related to Values	
Week Six	7
Having Choice and Making Decisions	
Week Seven	8
Problems and Problem Solving	
Week Eight	10
Practice in Leading a Discussion and Critiqueing	
Week Nine	11
Summarizing Skills	
Appendix:	12
Bibliography	35

Week one-two

I. Introductions: An Overview

- A. Getting to know each other by name, family size, interests, hobbies, etc.
- B. Introduce TA (Transactional Analysis) as a framework to use in group work.
- C. Introduce the importance of understanding "body language".
- D. Introduce some basic ground rules for group interaction.
 - 1. confidentiality
 - 2. honesty
 - 3. taking turns
 - 4. no "put downs"

Week one-two

I. Dishonest Games Students Play

A. Types:

1. Disrupter games ("uproar")
2. "Chip on the shoulder"
3. "I'm stupid"
4. "I'm a clown...see me!"
5. "Make me!"

B. Trouble Maker Games

1. "Let's find something to do!"
2. "Let's play cops and robbers!"
3. "I want out of school!"

C. Put Down Games

1. "You're a sweetheart!"
2. "I've got blemishes!"
3. "Why does it always happen to me!"
4. "Yes, but...."
5. "I can't help it...I've got a wooden leg!"

D. Tempter Games

1. "li'l ol' me!"
2. "Let's you and him/her fight!"
3. "Here I am, teach me, teacher!"

Week one-two

II. Negative Consequences to Game Playing

- A. Negative attention
- B. Destructive anger
- C. Lying
- D. Misunderstandings
- E. Name calling or labeling
- F. Sarcasm
- G. Ridicule

III. Roadblocks to Constructive Human Interaction

- A. "Bossiness"
- B. Threats
- C. Preaching
- D. Arguing
- E. Blaming
- F. Withdrawal
- G. Questioning-Probing

Helpful Reference:

Games Students Play

(see Bibliography page 35)

Week three

I. A Behavioral Model as a Frame of Reference

- A. Introduce Transactional Analysis in more depth
- B. How to use TA at home, in school, and with peers
- C. The necessity of an action plan*
- D. A contract can help
- E. Using TA in group feedback sessions
- F. TA as it relates to behavior and academics
- G. Change is the measure of growth or regression

II. An "Action Plan"*

The "Action Plan" is a negotiated version of a behavior contract except that it is positive in origin, in goals and in format. It is worked out with each student individually and followed up periodically both informally and on a planned basis.

Helpful Reference:

Transactional Analysis in Psychotherapy

(see Bibliography page 35)

Week four

I. Group Processes and Dynamics

A. Group Discussion

1. Ground Rules

- a. Taking turns
- b. Confidentiality
- c. Honesty
- d. Directness

B. Group Dynamics Themes/Topics/Exercises

- 1. Role playing
- 2. Confrontation
- 3. Space and territoriality
- 4. Supporting
- 5. Blocking
- 6. Questioning
- 7. Reflecting
- 8. Summarizing
- 9. Interpreting

Helpful References:

Group Leadership

Group Methods to Actualize Human Potential

(see Bibliography pages 35 and 36)

Week five

I. Exploring and Clarifying Values

- A. Define values
- B. Brainstorm values
- C. Prioritize values
- D. Personalize values
- E. Redefine values
- F. Prioritize personal values

II. Change Related to Values

- A. What is a value system?
- B. What is your value system?
- C. Can a value system be changed?
- D. What are the risks in changing values?

Helpful References:

Futureprint Counseling Design

De Anza Designs Resources in Reading

(see Bibliography page 36)

Week six

I. Having Choices and Making Decisions

- A. Define freedom
- B. Being dependent vs independent
- C. Rights vs responsibilities
- D. What is the value of law?
- E. What is conscience?
- F. Discipline vs self discipline
- G. Choices and consequences
- H. Do you have to be what others want you to be? Peer pressure

Helpful References:

Between Parent and Child

Teacher and Child

(see Bibliography page 36)

Week seven

I. Problems and Problem Solving

A. Brainstorming session

1. Some personal problems related to:
 - a. self
 - b. school
 - c. family
 - d. outside home and school

B. Some social implications of problems

1. Family relationships deteriorate
2. Peer or friend relationships get confused
3. School relationships suffer

C. Problem solving: a skill for survival

1. Do you understand how you regularly deal with problems?
2. Are you aware of alternate ways of problem solving than the ones you use?
3. Are you willing to learn some new and more effective ways to solve problems than what you are presently using?
 - a. thinking things through thoroughly
 - b. talking with someone you trust
 - c. taking a stand
 - d. making a choice
 - e. accepting the consequences
 - f. trying different solutions

Week seven (continued)

4. Some negative problem solving techniques are:
 - a. fighting
 - b. arguing
 - c. putting someone down
 - d. childish demonstrations of yelling, screaming, slamming, pounding, etc.
 - e. "dirty looks"
 - f. libel, scandal, slander, etc.
 - g. getting even
 - h. breaking up friends
 - i. spreading rumors
 - j. lying to and about others and to self

Helpful Reference:

A Parent's Guide to Child Discipline
Psychology in the Classroom
(see Bibliography page 35)

Week eight

I. Practice in Leading a Discussion and Critiqueing

A. Criteria for self critique

1. Behavior
2. Attitudes
 - a. self
 - b. peers
 - c. family
 - d. friends
 - e. adults
 - f. old people
 - g. little children

B. Listening to group feedback

- a. positive awareness of negative observations
- b. awareness of defensive response
- c. awareness of denial of facts
- d. awareness of ability to deal well with compliments

C. Criteria for evaluation

- a. Was the topic relevant?
- b. Did the students respond enthusiastically?
- c. Did the students keep on the topic?
- d. Did the leader give everyone an opportunity to share?
- e. Were there any long pauses indicating lack of interest?
- f. Was the body language mostly positive or negative?
- g. How did the group deal with emotional discomfort on a topic.

Week nine

I. Summarizing Skills

- A. Knowing when to generalize and when to be specific.
- B. Final evaluation
- C. Carry over into classroom situations: Peer group situations: Family situations.
- D. Recalling communication skills.
- E. Concluding class celebration.

Helpful Reference:

Groups, Process and Practice
(see Bibliography Page 35)

APPENDIX

Human Relations Class Contract

Contract Evaluation

Human Relations Class Questionnaire

Human Relations Class Individual
Post Evaluation

Student-Counselor Contract

Student Profile

Audio Visual Materials

DE ANZA READING CENTER

HUMAN RELATIONS CLASS

CONTRACT

Name _____

Address _____

Phone _____

Age _____

Grade _____

English Teacher _____

Social Studies Teacher _____

Reading Teacher _____

Starting Date _____

Points Earned _____

Grade Earned _____

Instructor: Mary A. Guillen

Contract Explanation:

The human relations skills include 1) listening 2) speaking 3) reading and 4) writing. All of these skills are important in relating well to others.

It is very important to be able to work individually as well as cooperatively in a group.

There are many fine consequences for good effort: Parent/teacher commendation, skill improvement and self satisfaction.

Negative consequences might include a parent contact by visit, mail, phone or school appointment.

CONTRACT

Agreement:

I _____ agree
to work hard at improving my human relating
skills; to work well on my own when asked,
and cooperatively with others in group
situations. When I forget and do not keep
my agreement well, I will accept the con-
sequences.

Comments:

MATERIALS	COMPLETED LESSON	POINTS
Required Reading		
Extra Reading		
Group Activities		
Special Project		
Special Arrangement		

CONTRACT EVALUATION

First Interview

Date _____

Student Comments:

Teacher Comments:

Second Interview

Student Comments:

Date _____

Teacher Comments:

Final Interview

Date _____

Student Comments:

Teacher Comments:

HUMAN RELATIONS CLASS QUESTIONNAIRE

Name _____ Date _____ Grade _____

Circle
one

- Yes No 1. Do you like school?
- Yes No 2. Do you like to read anything?
- Yes No 3. Do you like people?
- Yes No 4. Do you like to talk alot?
- Yes No 5. Do you like yourself?
- Yes No 6. Do you like to listen more than talk?
- Yes No 7. Do you like to solve problems?
- Yes No 8. Do you like grades?
- Yes No 9. Would you rather be told how you're doing in class?
- Yes No 10. Do you make friends easily?
- Yes No 11. Is it easy for you to talk with your parents about something that's bothering you?
- Yes No 12. Do you prefer to talk to your friends about your problems?
- Yes No 13. Can you name three good points about yourself?
- Yes No 14. Do you feel you need to change?
- Yes No 15. Are you happy most of the time?
- Yes No 16. Do you worry alot?
- Yes No 17. Do you like to study?
- Yes No 18. Do you like your first name?
- Yes No 19. Do you feel that people are always putting you down?
- Yes No 20. Do you say something nice to people?
- Yes No 21. Do you like to work alone?
- Yes No 22. Do you like to work with people in a group?

Questionnaire continued

Yes No 23. Is it easy for you to talk about how you feel?

Yes No 24. Are you moody?

Yes No 25. Do you have a short temper?

Yes No 26. Do you worry about your health?

Yes No 27. Are you interested in a particular career?

28. List five things you have seen today.

1.

2.

3.

4.

5.

29. List five things you've heard today.

1.

2.

3.

4.

5.

Prepared by Mary Guillen - De Anza Reading Center Counselor



ONTARIO-MONTCLAIR
SCHOOL DISTRICT

DEMONSTRATION READING PROGRAM

DE ANZA READING CENTER

1450 SOUTH SULTANA AVENUE
ONTARIO, CALIFORNIA 91761

(714) 983-2118

PARENTAL PERMISSION FORM

Dear Parents:

We are fortunate to be able to include in our present school curriculum an opportunity for some of our students to participate in a Human Relations Class.

The purpose of the class is to assist students in adjusting to Junior High School and to learn more effective communication skills.

If you have any questions regarding the class, please feel free to call.

If you care to have your son/daughter participate, please sign below and return to the office.

My son/daughter _____
has my approval to participate in the Human Relations Class

Date

Signature of Parent/Guardian

HUMAN RELATIONS CLASS INDIVIDUAL POST EVALUATION

- | | | |
|---|------------|-----------|
| 1. Did you enjoy the class? (Why?) | <u>Yes</u> | <u>No</u> |
| 2. Would you recommend the class to your friends? (Why?) | <u>Yes</u> | <u>No</u> |
| 3. Did you learn anything about yourself that you didn't know before? (What?) | <u>Yes</u> | <u>No</u> |
| 4. Would you sign up for a follow-up class next year? (Why?) | <u>Yes</u> | <u>No</u> |
| 5. Did you learn anything new about getting along with others? (What?) | <u>Yes</u> | <u>No</u> |
| 6. Did being in a group help you express yourself better? (How?) | <u>Yes</u> | <u>No</u> |
| 7. Did you find out that others have concerns similar to yours? (Which?) | <u>Yes</u> | <u>No</u> |
| 8. What ideas or topics would you have liked to talk more about? | | |

9. In the space below write anything else you'd like to say about your experience in Human Relations Class.

STUDENT'S NAME

DATE

ONTARIO-MONTCLAIR SCHOOL DISTRICT

DE ANZA READING CENTER

_____ date

MEMORANDUM TO:

FROM: Mary Guillen, Counselor

TOPIC: Behavior Modification Check list for
Student-Teacher or Student-Counselor
or Student-Principal "CONTRACT"

AGREEMENT:

I, _____, agree to keep the following item
or items; for _____ class with _____
_____ teacher(s):

1. I will be on time for class daily.
2. I will bring all needed materials to class: (pencil, pen,
paper, books, etc.)
3. I will work on my own when I am asked by the teacher.
4. I will work in a group when asked by the teacher.
5. I will work without disturbing anyone unnecessarily.
6. I will complete any reasonable assignments.
7. I will bring in homework assignments.
8. I will ask for help without disturbing others in class.

. . . . I agree to do _____ of the above items on a
daily basis as part of a _____ (system-agreement etc.)

SIGNED _____
(student)

(teacher)

Monday	Tuesday	Wednesday	Thursday	Friday

- A - outstanding
- B - good effort
- C- some effort
- D - weak effort
- F - practically no effort

verified by Teacher

verified by Counselor/
Principal

seen by parent

ONTARIO-MONTCLAIR SCHOOL DISTRICT

DE ANZA READING CENTER

DATE:

FROM: Mary Guillen, Counselor

MEMORANDUM TO:

PERSON(S);

TOPIC:

(Description)

PLEASE INDICATE BY CHECKING, THE DEGREE THAT IS MOST REASONABLY CLOSE AS AN INDICATOR OF THE INSTRUCTIONAL AND BEHAVIORAL ACCOMPLISHMENT LEVELS OF:

(Student's Name)

BEHAVIORAL:

		Often Sometimes Seldom		
1.	Practices Self Control.			
2.	Shows respect for him/herself.			
3.	Gets along with peers			
4.	Can relate to adults (speech & behavior)			
5.	Shows ability to work well with others in a group.			
6.	Demands attention inappropriately (acts out, shouts, silly, etc.)			
7.	Check one: Appears to be: Overly shy:			
8.	 Sensitive:			
9.	 Aggressive:			
10.	 Independent:			

INSTRUCTIONAL:

1. Completes class assignments.

2. Shows interest in improving his own skills.

3. Completes homework assignments (when given).

4. Participates in class or group discussion.

5. Shows self confidence in a learning or instruction situation. (raises hand, asks questions, contributes)

6. In general has a positive attitude toward school.

7. Shows confidence in asking for help when needed.

8. Shows responsibility by coming to class on time and prepared with needed materials. (pencil, paper, etc.)

9. This student is working:

Check the subject you teach him/her

a. Below

b. At

c. Above

his/her present grade level

Electives
P. E.
Science
Reading
Math
English
Social Studies

10. There seems to be a discrepancy between his/her (tested) ability and his/her achievement in (Subject)

Yes
No

TEACHER COMMENTS: (If you would prefer to keep your comments confidential and share them with me verbally, I would be most appreciative, because they would be possibly very helpful in working with the student.)

AUDIO VISUAL
MATERIALS
FOR
COUNSELING

ARGUS COMMUNICATIONS

PEACOCK FILMSTRIPS:

I A L A C

WHY AM I AFRAID TO TELL YOU WHO I AM?

YOU HAVE TO WANT SOMETHING

ROLES AND GOALS

THE WONDER OF IT ALL

PURPOSE:

To motivate the counselee to develop a positive self concept and to learn how to promote a positive self concept in his peers.

FORMAT:

There are six filmstrips and a cassette and/or record to accompany each filmstrip. They deal with present contemporary human relational situations. They are meant to awaken a positive attitude toward life. This is particularly true of the IALAC series.

TEACHER'S MANUAL:

Contains operation instructions, photographs of the filmstrips, accompanying narration, discussion questions and a suggested bibliography.

TEACHER COMMENTS:

These filmstrips and accompanying guides contain material suitable for launching group counseling sessions, as well as discussion groups in social studies, language or a human relations class. The IALAC filmstrip and cassette as well as, "Why Am I Afraid to Tell You Who I Am?" are especially suitable and applicable for using as an individual or group effort towards bettering human interaction in the classroom, at home and among peer groups. It is a superb tool for counteracting the put-down syndrome.

PUBLISHER:

Argus Communications
7440 Natchez Avenue
Niles, Illinois 60648

AUDIO/VISUAL NARRATIVE ARTS, INC.

FILMSTRIP AND
CASSETTE:

VIOLENCE U.S.A.:
WHAT KIND OF PEOPLE ARE WE?

PURPOSE:

For developing staff and student awareness of the social pressures of our time and their effects on young people in particular.

FORMAT:

There are two filmstrips and two cassette tapes. They deal with the nature, causes and history of violence in the U.S.A.

TEACHER'S MANUAL:

Contains an introduction, explanation, the accompanying narration and some suggestions on how to raise some pertinent discussion questions. It also contains a brief bibliography.

TEACHER COMMENTS:

These filmstrips and accompanying cassettes contain thought provoking discussion topics and questions which are appropriate for both adolescents and adults. The topics would be suitable for discussion groups, in English, social studies, group counseling session or a human relations class.

PUBLISHER:

Audio Visual Narrative Arts, Inc.
Box 9
Pleasantville, New York 10570

CENTER FOR HUMANITIES

SLIDE TITLES:

AM I WORTHWHILE: IDENTITY AND SELF CONCEPT
COPING WITH LIFE: FRUSTRATIONS AND DISAPPOINTMENT
MAN'S SEARCH FOR IDENTITY
HOW WE BECOME OURSELVES
HUMAN RELATIONSHIPS: WHY THEY SUCCEED/FAIL
PERSONAL COMMUNICATION: GESTURES, EXPRESSIONS AND BODY ENGLISH
COPING WITH THE SOURCE OF ANXIETY
MAN AGAINST MAN: A STUDY IN AGGRESSION AND CONFLICT
PROBLEMS IN HUMAN RELATIONS: RESOLVING PERSONAL CONFLICTS

PURPOSE:

To motivate the students to reflect on their self concept as individuals and within their peer group; to promote a positive self image and a positive manner of coping with life situations and problems.

FORMAT:

There are two slide series in each kit: Part I and II. They deal with the themes which the titles indicate. These themes are portrayed with the best of classical and modern art, literature, music and narration. Through slides the programs present the universal themes of the human condition in its varied facets.

TEACHER'S MANUAL:

Contains a good introduction, the actual narration, the titles of the art, music, and literary works used; also contains discussion questions, related activities, summary content, inquiry questions for slides and a suggested reading list.

CENTER FOR HUMANITIES (CONTINUED)

TEACHER COMMENTS: This series contains a broad spectrum of bases for discussion, role playing, listening, and other group dynamic related activities that not only appeal to students but are useful to parents and teaching-counseling staffs. They can be used for a wide variety of purposes, including a human relations class.

PUBLISHER: The Center for Humanities, Inc.
Two Holland Avenue
White Plains, New York 10603

ONTARIO-MONTCLAIR SCHOOL DISTRICT
DE ANZA JUNIOR HIGH SCHOOL READING CENTER
GUIDANCE COUNSELING PROGRAM

USES FOR THE HUMANITIES SLIDE PRESENTATIONS:

1. Student orientation to group counseling
 2. Staff orientation to group counseling
 3. Staff Development
 4. Parent orientation to group counseling
 5. In student group sessions
 6. In staff faculty sessions
 7. In parent groups (English and Spanish speaking)
 8. Community orientation to group counseling
 9. As a basis for implementing change in counseling perspectives
 10. As a basis for discussion groups in other departments
 11. For combined teacher, student, parent, counselor conferencing
 12. As a basis for classroom behavior modification programs
 13. As a basis for implementing and integrating the multi cultural component
 14. As a basis for implementing a career awareness thrust
 15. As a resource for a human relations class.
-

OTHER POSSIBILITIES NOT YET EXPLORED:

1. Classroom counseling by teachers
2. Team counseling approach
3. On-going staff and department development approach
4. Basis for humanizing and integrating instructional programs
5. As a basis for launching a peer counseling program.

CONTEMPORARY PROBLEMS READING SERIES

READING SERIES
CASSETTES AND
BOOKS:

CRISIS

H. E. L. P.

DRUNK

PURPOSE:

To motivate the counselee to read independently materials related to social problems such as drugs to gain information, to develop a healthy attitude formation and to eliminate misinformation.

FORMAT:

The set contains one book copy of each title and one accompanying cassette tape. There is also one teacher's manual.

TEACHER'S MANUAL:

Contains an introduction to the student book and the cassette, some objectives, a readability formula, suggestions for where to use the series, projects and activities, suggested supplementary materials, a synopsis of each book and an introduction to the authors and consultants involved in compiling the series.

TEACHER COMMENTS:

These books and cassettes contain the information related to drugs, alcohol and pills which students should be aware of. This information is presented through stories of young people who get caught in a network of problems. Because students can readily relate to the situations and problems, this is a useful tool for individual guidance.

PUBLISHER:

Educational Activities, Inc.
Box 392
Freeport, New York 11520

COPING WITH SERIES

SERIES TITLES
INCLUDE:

FACTS AND FANTASIES ABOUT DRUGS
SOME COMMON CRUTCHES
CAN YOU TALK WITH SOMEONE ELSE?
TO LIKE AND BE LIKED
PARENTS CAN BE A PROBLEM

PURPOSE:

To motivate the counselee to read in relation to guidance received in a specific area or as part of preparing to participate in a group counseling situation.

FORMAT:

There is one copy of 23 different titles. They deal with the most problematic areas of concern to a young person. Identity, making friends, loneliness, drugs, alcohol, etc., are all dealt with in a manner relevant to youth.

TEACHER'S MANUAL:

There are two. They contain suggestions for use with individuals and groups, presenting areas to explore, controversial discussions, ground rules and a Teacher-Counselor Bibliography of General Interest.

TEACHER COMMENTS:

These books cover the gamut of concern and appeal for young people. They are recommended for independent guidance follow-up reading as well as for group counseling discussion sessions.

PUBLISHER:

American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota 55014

EYE GATE INSTRUCTIONAL MATERIALS

FILMSTRIP AND CASSETTE TITLES:

OTHER'S VALUES/YOUR VALUES

LIES, HALF-TRUTHS AND UNTOLD TRUTHS

WHO CARES/STAYING INVOLVED

RIGHT, WRONG OR MAYBE

STEALING

CHEATING AND CHISELING

PURPOSE:

To motivate the counselee to clarify his values by discussing them with his peers.

FORMAT:

There is a filmstrip and an accompanying cassette tape with each title. They deal with problematic crisis situations. They require the student to respond immediately in discussion, and through that process, see his values, compare them and prioritize them in the light of what the moderator and his peers say.

TEACHER'S MANUAL:

A "Guide for the Teacher" is recorded at the end of each strip audio presentation.

TEACHER COMMENTS:

These filmstrip audio presentations contain relevant crisis situations which the student can relate to very easily. As soon as the problem is presented, the student can respond. This is very important for working with the adolescent because it seems he must first have the opportunity to react and respond before he can listen and clarify. These presentations seem to take that into account.

PUBLISHER:

Eye Gate House
146-01 Archer Avenue
Jamaica, New York 11435

Certificate of Achievement

THIS CERTIFICATE OF ACHIEVEMENT IN A HUMAN RELATIONS CLASS WILL SERVE TO REMIND YOU OF THE TRUTHS, THE VALUES, AND THE IDEALS THAT YOU DISCUSSED. IT WILL FURTHER REMIND YOU OF THE SKILLS YOU HAVE LEARNED TO PRACTICE TOWARD HELPING YOU BECOME A MORE THOUGHTFUL, HELPFUL, GENTLE, AND CARING HUMAN PERSON. EVEN THOUGH THIS IS A LIFETIME WORK AND YOU MAY SOMETIMES FORGET YOUR BEST SELF, THIS CERTIFICATE CAN BE A REMINDER TO YOU TO KEEP WORKING. IT WILL REMIND YOU OF THE PERSONS IN YOUR CLASS IN A GRATEFUL AND HAPPY WAY BECAUSE THEY ACCEPTED YOU THEN AS YOU WERE AND CARED ENOUGH TO HELP YOU BECOME EVEN BETTER. MAY THAT ALWAYS BE YOUR GOAL!

"To thine own self be true and it must follow
as night the day, thou can not then be false
to any man."

Shakespeare

Awarded to _____

This _____ day of _____, 19 _____

Signed _____

COUNSELING
BIBLIOGRAPHY

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